

CURRICULUM

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LANGUAGE ARTS 9

CURRICULUM SPECIFICATIONS

January 1988

CURRICULUM

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ACKNOWLEDGMENTS

The curriculum specifications for the Grade 9 language arts achievement test were prepared in November 1987 by a committee of Alberta Education personnel under the direction of the Curriculum Design Branch. These specifications were revised and validated in December 1987 by a committee of classroom teachers, language arts consultants and Alberta Education personnel. Alberta Education acknowledges with appreciation the contributions of the following:

Mr. Bil Chinn	Edmonton Public
Mr. Ken Conrad	North Peace Roman Catholic Separate School District #43
Ms. Lynne Davidson	County of Strathcona #20
Ms. Sandra Enns	Rocky View School Division #41
Mr. Graham Foster	Calgary Roman Catholic Separate School District #1
Mrs. Suzanne Connell	Student Evaluation Branch
Mr. Tom Dunn	Student Evaluation Branch
Mrs. Lise Nicolson	Student Evaluation Branch
Mr. Bernie Gommeringer	Lethbridge Regional Office
Mrs. Gina Vivone	Curriculum Design Branch
Mrs. Barbara Esdale	Curriculum Design Branch
Mrs. Jan Cruickshank	Curriculum Design Branch (Word Processor Operator)

SECTION A: INTRODUCTION

1. PURPOSE OF CURRICULUM SPECIFICATIONS

Curriculum specifications are designed to identify priorities in the Language Arts Program of Studies for the purposes of teaching and evaluation. Evaluation at the provincial level and at the school level should be guided by these specifications.

2. RATIONALE FOR DEVELOPMENT OF CURRICULUM SPECIFICATIONS

The curriculum specifications for the Grade 9 Language Arts Achievement Test are based wholly on the Program of Studies for Junior High Language Arts, revised, 1987. The concepts and skills are presented as listed in the Program of Studies. For the purpose of organization, concepts and skills are listed by strand although instruction occurs in an integrated manner.

a) **Teacher Assessed/Provincially Assessed Concepts and Skills**

The curriculum specifications indicate that all concepts and skills can be assessed by the teacher in the classroom. They also designate which concepts and skills may be provincially assessed through the Achievement Test Program. The specifications list which strands may be used in the assessment of specific skills. For example the speaking, listening, writing and reading strands can be used for both teacher assessment and provincial assessment of Concept 29 Skill 2: Recognize and discuss a character's actions, motives and changes.

b) **Importance Factor**

All concepts and skills in the language arts program are considered important, but some have greater importance than others. The importance factor attempts to distinguish these differences and to suggest what priorities should be for instruction and assessment. The importance factor is represented by the letters A, B, and C as follows:

- A – Extremely important
- B – Very important
- C – Important

For example, Concept 16, Skill 5: Include relevant ideas in the development of writing is weighted A to indicate that it is considered extremely important at the Grade 9 level.

For further clarification of the curriculum specifications, refer to the Program of Studies for Junior High Language Arts Revised, 1987.

c) **Note: "increasing"**

It should be noted that when the term "increasing" is used in the curriculum specifications, the teacher can assess the increasing growth, but this cannot be provincially assessed.

For example in Concept 19, Skill 8: Demonstrate increasing control over the use of language, such as using specific vocabulary, making apt comparisons, employing original expression, increasing control can be assessed by the teacher but not through the provincial assessment of this skill.

3. ACHIEVEMENT TESTING AND TEACHER ASSESSMENT

The curriculum specifications which follow in Section B identify priorities for evaluation in the classroom and at the provincial level for Grade 9 Language Arts. The two levels of evaluation differ in their purposes, characteristics, and scope.

a) **Teacher Assessment**

Assessment is an integral part of teaching method. Teachers instruct on the basis of assessing students' work at various stages, and by providing feedback for improvement as students develop their skills and understandings. Some of this evaluation is formal, but much of it is informal and is essentially a dialogue between teacher and student and teacher and parents about the students' progress toward attaining the course objectives.

The purposes for assessment in the classroom are to provide a basis for teachers and students to plan instruction; to provide students with information about their strengths and weaknesses; to provide information about whether objectives are being met; to assess mastery of content; and to help students to develop their writing, reading, listening, viewing and speaking skills.

Much of the evaluation in the classroom occurs informally as skills and knowledge are being developed. It is on-going and is designed to guide and assist students. Sometimes it is motivational in nature. For example, credit is given for the completion of assigned work. At mid-term and end-of-term another type of evaluation is used when there is an attempt to measure whether or not students have met intended objectives or mastered fundamental content. Students' work is assessed in both the oral and written modes. In classroom evaluation teachers maintain their sensitivity to the growth and development of the students as they assess students' efforts.

The scope of classroom evaluation in language arts is broader than that of achievement examinations. In the classroom, a student's development in all the language arts skills can be evaluated. A student's understanding of a literary concept may be evaluated through a group discussion which he leads, or through a formal speech. At the same time as his reading skills are being developed, his speaking skills will be developed and can be evaluated. A classroom teacher will probably use film or television as an integral part of instruction and may evaluate student's critical viewing skills through oral or written assignments.

b) **Achievement Testing**

The achievement tests are administered on a four-year cycle in four subject areas: language arts, social studies, mathematics and science; and at three grade levels: 3, 6 and 9.

Achievement tests serve a different evaluative purpose. Rather than being an integral part of the instructional and learning process, they provide significant information at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. The Achievement Test program is not intended to provide information to be used for student placement or promotion.

Because of the limitations of paper-and-pencil tests, Grade 9 Achievement Tests cannot test a student's skills in listening and speaking and in aspects of viewing at this time. Even though some of the concepts listed under reading and writing are similar or parallel to concepts in listening, speaking and viewing, the achievement test is limited to assessing only those concepts and skills which can be tested in a relatively short time with paper and pen.

The Grade 9 Achievement Test serves to complement classroom evaluation. Both types of evaluation assess some of the same aspects of student achievement; however, classroom evaluation encompasses the whole of the language arts program while Grade 9 Achievement Test can assess only a part.



**SECTION B:
GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS**

Concept	Speaking Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
	<i>Exploratory talk has an important function in the process of learning.</i> <u>Skills</u> <ol style="list-style-type: none"> 1. Clarify thinking by expressing and sharing thoughts orally. 2. Extend, through talk, understanding of ideas (work from familiar ideas to acquire new ones). 3. Use talk to prepare for reading and in personal and critical response to literature. 4. Speculate on personal and vicarious experiences through talk. 5. Generate and explore ideas, organize information for writing and revise and edit material through exploratory talk. 6. Discuss increasingly abstract and complex issues. 	A A A A A A	X X X X X X		S L S L S L S L S L W S L
2.	<i>Effective communication in small group discussion is an essential part of learning and language development.</i> <u>Skills</u> <ol style="list-style-type: none"> 1. Recognize obvious factors which impair group discussions such as straying off topic, interruptions, one person dominating the discussion and recognize and deal with subtle factors which impair group discussion, such as knowing when someone feels left out or is not engaged in the task, as the discussion proceeds. 2. Recognize the various functions of group members, such as leader and recorder, and become increasingly proficient at each function. 3. Observe the courtesies of group discussion such as speaking in turn and using appropriate tone. 	A A A	X X X		S L S L W S L

F. IMPORTANCE FACTOR
A. TEACHER ASSESSED
A. PROVINCIALLY ASSESSED

*IMPORTANCE FACTOR: A – Extremely Important
B – Very Important
C – Important

SPEAKING – S
LISTENING – L
VIEWING – V

WRITING – W
READING – R

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Speaking Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
2.	<p><u>Skills (cont'd)</u></p> <p>4. Contribute positively to small group discussion by advancing the ideas and thinking of the group.</p> <p>5. Demonstrate increasing competence with group processes, such as staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.</p> <p>6. Demonstrate increasing proficiency in shaping and organizing ideas in order to share such things as group conclusions, news, ideas or dialogue with a larger audience.</p> <p>7. Assess and evaluate contributions to the group process, such as member effectiveness, quality of contribution and ability to reach consensus; and make suggestions for increasing the effectiveness of the group's communications such as learning how to disagree, how to introduce a new idea and how to extend someone else's idea.</p>	A A	X 		S L S L W S L
3.	<p><i>Conversation calls for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.</i></p> <p><u>Skills</u></p> <p>1. Demonstrate increasing facility and flexibility in conversing in a variety of social contexts, to express thoughts and feelings, explore ideas and seek information.</p> <p>2. Converse with peers and adults on familiar and/or instructional subjects in a variety of settings including informal, small group, whole class discussions and in more formal situations such as school tours, interviews, panel discussions.</p> <p>3. Recognize and understand that language changes continually with new ideas and purposes for communication.</p>	 B B	 X X X		 S L S L S L
4.	<p><i>The ability to speak easily and effectively when presenting is an essential communication skill.</i></p> <p><u>Skills</u></p> <p>1. Increase <u>confidence in speaking</u> on familiar topics extemporaneously, in prepared oral readings of appropriate poetry and prose selections, and in giving prepared talks from notes or memory.</p>	 B	 X		 S L

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Speaking Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
4.	<u>Skills (cont'd)</u>				
	2. Demonstrate increased confidence when sharing an oral interpretation of a literature selection with a partner, to a classroom group and to larger audiences for enjoyment.	B	X		S L
	3. Express thoughts clearly when presenting orally to a variety of audiences such as class, parent groups or teaching staff for a variety of purposes such as to entertain, to explain or to persuade, and in a variety of forms such as impromptu speech, oral interpretation of a poem, choral reading, readers' theatre or debate.	B	X		S L W R
	4. Use appropriate vocabulary, voice production factors such as volume, tempo and pitch, and non-verbal factors such as gestures and eye contact to communicate meaning and mood effectively.	B	X		S L
	5. Develop increasing competence in speaking to classroom groups to share thoughts, feelings, to convey information and to persuade.	A	X		S L

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Listening Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
5.	<p><i>Listening is an active process that involves constructing meaning.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> Understand that the construction of meaning is a personal process affected by prior experience and knowledge, present feelings and attitudes, and expectations related to the speaker and to the anticipated message. Understand that: <ol style="list-style-type: none"> listeners attend to and give meaning to aural stimuli including words, vocal cues such as inflections, and non-linguistic sounds. visual stimuli are frequently present in listening situations, such as viewing a film or watching a speaker, and provide important cues to meaning. attentive listening requires selecting from among competing stimuli and focusing on the selected stimulus. Use and develop strategies for attending to and getting meaning from the message in listening situations such as: <ol style="list-style-type: none"> predict meaning based on factors such as knowledge of the speaker, the subject, and the discernable organizational patterns used by the speaker. respond appropriately to the speaker considering purpose, audience, message and context. recall, clarify, organize and consolidate meaning and, where appropriate, share response in speech, writing, or other media. 	A	X		S L V W R
		C	X		L
		C	X		L V
		C	X		L V
		A	X		S L W
		A	X		S L W
		A	X		S L W
		A	X		S L V W R
6.	<p><i>Effective listening involves consideration of the context of the listening situation.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> Understand that differences exist in speech styles depending on whether the language used is spontaneous such as conversations, small group discussion situations or written language read aloud such as stories, poems, readers' theatre. Recognize that appropriate variation in spoken language depends on situation, purpose and audience. 	A	X		S L V W R
		A	X		S L V W R

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Listening Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
6.	<u>Skills (cont'd)</u> 3. Understand and interpret verbal cues such as word choice, tone of voice, loudness and non-verbal cues such as eye contact, facial expression, gestures that provide information regarding the relationships between or among speakers. 4. Understand that verbal and non-verbal factors, such as language choice, pronunciation, vocal inflection, voice quality, gestures, eye contact, environmental sounds, coherence in the message, dress and personal appearance, and feedback, may act as either barriers or facilitators to listening comprehension. 5. Understand that listeners play different roles depending on the nature of the situation, functioning both informally and formally. 6. Become aware of the influence of the electronic media in everyday life and be sensitive to the effects the media can have on the listener.	B B B B	X X X X		S L V W S L V W S L V W S L V W
7.	<i>Appropriate listening strategies are essential to effective listening.</i> <u>Skills</u> 1. Establish a purpose for the listening situation. 2. Understand that listeners have responsibilities such as setting aside biases, concentrating on the messages, overcoming emotional barriers, screening out irrelevant information, and attempting to understand another's point of view. 3. Develop strategies for increasing attention span. 4. Develop awareness of accents and dialects in order to become more sensitive and understanding in reacting to the speech of others. 5. Increase listening vocabulary through exposure to a wide variety of listening experiences, in more challenging and complex situations. 6. Use cues such as title, repetition, summary statement, and changes in rate, volume, body movement to identify ideas which the speaker is stressing.	A A A B A A	X X X X X		S L V W S L V W S L V W S L S L W S L V W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Listening Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
7.	Skills (cont'd)				
	7. Understand key concepts of the message and recognize general organizational patterns and transitional devices which indicate main idea, and those which indicate detail.	A	X	X	S L V W
	8. Become more adept at determining meaning from context clues in the verbal message.	A	X	X	S L V W
	9. Identify main idea of the message as a whole.	A	X	X	S L V W
	10. Remember information presented through the use of appropriate devices such as mnemonics, webbing, structured overviews, mental reviewing, notetaking and paraphrasing.	B	X		S L V W
	11. Recognize the relationship between the verbal message of a speaker, and the vocal cues such as pitch, volume, rate, tone, and non-verbal behaviours such as distance, body position, facial expressions, gestures, provided by the speaker to determine if these cues and behaviours reinforce or contradict the verbal message.	A	X		S L V W
	12. Distinguish between fact and opinion.	A	X		S L V W
	13. Recognize that words can have different meanings in different contexts and can be used to mislead and hide meaning.	A	X		S L V W
	14. Analyze arguments in terms of validity of stated position, reliability of evidence, and conclusions reached.	A	X		S L V W
	15. Understand that emotional appeals such as need for friends, adventure, independence, personal enjoyment, are used as persuasive devices and recognize the effects on the listener and on the credibility of the message itself..	A	X		S L V W
8.	Increased comprehension and appreciation can result from responding to the listening situation.				
	Skills				
	1. Express and share with increasing sensitivity, thoughtfulness, fluency and self-reliance, personal understanding of the message; associations of the message with personal experience; and beliefs, attitudes, and feelings related to the message.	A	X		S L V W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Listening Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
8.	Skills (cont'd) 2. Express personal response to an oral message in writing, speaking, drawing, dramatizing or other modes of expression. 3. Compare personal understanding of the message with the understanding of others. 4. Obtain additional information or clarification of points by asking relevant questions. 5. Evaluate received ideas, on the basis of given criteria. 6. Appreciate the spoken messages of others through: a) identification with the experiences of others b) appreciation of a speaker's style such as characteristic ways of using language such as word choice or syntax to achieve a desired effect.	A A B A A	X X X X X		S L V W R S L V W R S L W S L V W S L V W
9.	Listening for pleasure involves sensitivity to and appreciation of what is heard. Skills 1. Experience and appreciate the pleasure that can come from listening to language in its various forms, such as conversation, songs, speeches, poetry, plays, stories. 2. Take pleasure in the power and beauty of well chosen words, and in the rhythm and flow of language in its various forms. 3. Understand that appreciative listening involves obtaining sensory impressions, stimulation, or enjoyment through listening to the experiences and works of others; interpreting non-verbal, spoken or musical language, and relating that language to past experience. 4. Understand that careful, sensitive listening to a variety of literary forms and language patterns can increase proficiency in reading and writing, and help develop appreciation of our literary heritage. 5. Appreciate and be tolerant of the many dialects and accents with which our language can be spoken. 6. Develop ability to understand and appreciate one's own response.	A B A B B	X X X X X		S L V W S L V W S L V W S L V W R S L V W R S L V W R

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Viewing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
10.	<i>Effective viewing depends upon the active involvement of the viewer.</i> <u>Skills</u> 1. Recognize and discuss the importance of visual media for extending experience, imparting information and providing enjoyment. 2. Apply background knowledge and experiences in order to comprehend, respond to, interpret and evaluate visual messages. 3. Understand, discuss, evaluate and appreciate ideas received visually from an wide variety of materials such as photographs, art, television, film, drama. 4. Identify, understand and critically evaluate the purposes, message and intended audience of visual communications.	A	X		S V W
		A	X		S V W R
		A	X	X	S V W
		A	X	X	S V W
11.	<i>Visual communications possess distinctive elements and structures which may affect meaning.</i> <u>Skills</u> 1. Assess the total effect in a visual message of individual elements such as facial expressions, status symbols and colours. 2. Evaluate the contribution of the structural elements such as composition, angle and sequence on the total meaning of the visual message. 3. Develop, organize and present a variety of visual messages, using media such as photographs, collages, films, slides, videotapes, illustrated texts, comics and cartoons, dramatizations, models, and dioramas.	B	X	X	S V W
		C	X	X	S V W
		A	X	X	S V W
2.	<i>Visual communication is similar in many ways to forms of oral and written communication.</i> <u>Skills</u> 1. Understand that visual presentations are ways of receiving communication and can serve as catalysts for other language arts activities such as speaking, writing and reading. 2. Develop increasing ability to compare and contrast verbal and visual forms of expressed thought such as stories, dramas, novels, poems, films, cartoons and advertising.	C	X		S V W
		B	X	X	S L V W R

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Viewing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
12.	Skills (cont'd) 3. Create, with increasing competence, a visual message from a verbal message, such as making a slide presentation of a poem, creating an advertisement or a book jacket for a novel, creating a video production of a short story, storyboarding episodes of a story, or building a model.	A	X		S L V W R
13.	<i>The viewer must evaluate the apparent reality created in media products.</i> Skills 1. Recognize the difference between fact and fantasy in media portrayal of everyday life and evaluate the effects on the viewer of idealization and distortion in media productions. 2. Understand that manipulative devices such as colour, lighting, perspective are used to influence and persuade the viewer especially in advertising. 3. Become aware of how the media affects views, attitudes and actions in everyday life..	B B B	X X X		S V W S V W S V W
14.	<i>Critical viewing is an important life skill.</i> Skills 1. Develop an increasing ability to observe subtle aspects of the visual message which enhance its impact. 2. Discuss propaganda and advertising techniques expressed visually. 3. Appreciate the effects of editing, such as biasing content and enhancing mood or theme. 4. Understand that, setting, plot and character development can be used to discuss and interpret video productions and film.	C C B B	X X X X	X X X	S V W S V W S V W S V W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Writing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
15.	<p><i>In the writing process, appropriate prewriting strategies can assist a writer to discover and express ideas.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Generate ideas for writing through a variety of techniques such as brainstorming, group and class discussions, exploratory writing, relating personal experiences, incidental reading, viewing films. 2. Recognize that authentic writing comes out of personal experience and is expressed in the author's voice. 3. Identify and give focus to a topic with a view to selecting appropriate ideas and suitable tone for writing. 4. Demonstrate an increasing ability to choose an appropriate role, audience, format, topic and purpose when writing. 5. Recognize when ideas need to be added, expanded or extended. 				
		A	X		S L V W R
		A	X	X	S W
		A	X	X	S W
		A	X	X	S W
		A	X		S W
16.	<p><i>Appropriate organization and development of ideas are essential qualities of effective writing.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Use appropriate techniques such as jottings, point form notes, webbing, to organize thoughts before beginning a first draft. 2. Demonstrate increasing facility in choosing forms such as a letter, poem, dialogue, narrative suitable for role, audience, topic and purpose. 3. Demonstrate an ability to organize for familiar audiences such as friends, parents, teachers, for less familiar audiences such as the media, the community, other students and for more impersonal, distant or specialized audiences such as businesses, elementary students, government agencies. 4. Use appropriate techniques for the beginning or introduction to writing, such as writing a topic sentence or opening paragraph, taking a point of view in relation to the topic. 5. Include relevant ideas in the development of writing. 				
		A	X		S L V W R
		A	X	X	S W
		A	X	X	S V W
		A	X	X	W
		A	X	X	W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Writing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
16.	<p><u>Skills</u> (cont'd)</p> <p>7. Choose from and combine a variety of suitable methods of development such as reasons, examples, time order, space order, opinions, sequence of events, comparisons in keeping with role, audience, format, topic and purpose.</p> <p>8. Demonstrate an ability to achieve cohesion in writing through the use of transitional devices such synonyms, repetition, juxtaposition, transitional words and phrases to link ideas to related ideas.</p> <p>9. Use appropriate techniques for conclusion to writing.</p>	A A A	X X X	X X X	W W W
17.	<p>Effective editing involves revision for the purpose of evaluating ideas and further shaping of the composition.</p> <p><u>Skills</u></p> <p>1. Review writing carefully to ensure that it addresses the author's intention or purpose.</p> <p>2. Identify, with teacher or peer assistance:</p> <p>a) ideas which need clarification for the purpose of addressing the chosen audience.</p> <p>b) irrelevant or unnecessary ideas to be removed.</p> <p>c) ideas which need to be added.</p> <p>3. Evaluate, with some assistance, the effectiveness of the development of the writing, addressing, where appropriate, such features as beginning, ending, developmental pattern, register, point of view, transitional devices, key words.</p> <p>4. Demonstrate increasing independence in revision strategies.</p>	A A A A A	X X X X X		W R S L W R S L W R S L W R W R W R
8.	<p>Effective editing develops the ability to use the conventions of written language.</p> <p><u>Skills</u></p> <p>1. Recognize that writing conventions serve the purpose of making writing easier for readers to understand.</p> <p>2. Edit, with some assistance, for correctness of expression, especially proofreading for errors in sentence structure, punctuation, capitalization, grammar usage and spelling.</p>	A A	X X		W S L W R

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Writing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
18.	<p><u>Skills</u> (cont'd)</p> <p>3. Demonstrate an increasing control over the conventions of written language.</p> <p>4. Use reference materials such as a dictionary, thesaurus, and writer's handbook to solve specific problems with conventions.</p> <p>5. Produce a draft suitable for sharing with others such as teachers, peers, and other audiences or for publication through bulletin board displays, school newspapers, anthologies, or addition to classroom or school resources.</p> <p>6. Use acceptable bibliography and footnote forms when required.</p>	A	X	X	W
		A	X		W R
		A	X	X	W
		C	X		W R
19.	<p><i>Competence and flexibility in writing are developed through a broad range of writing experiences for a variety of purposes, audiences, formats, roles, relationships.</i></p> <p><u>Skills</u></p> <p>1. Develop increasing fluency through personal or exploratory writing such as recording events, expressing and clarifying thoughts and feelings and for developing ideas for other types of writing.</p> <p>2. Demonstrate an ability to write from several points of view, and from more than one perspective.</p> <p>3. Write clear and effective narration in a variety of prose and poetic forms such as short story, poem, play, newspaper article, letter, presenting one major event in a straightforward chronological order, within an appropriate time frame.</p> <p>4. Experiment with alternate ordering of events to achieve dramatic effects.</p> <p>5. Demonstrate increasing control over the use of conversation and dialogue in writing.</p> <p>6. Write clear and effective description.</p>	A	X		W
		A	X	X	W
		B	X	X	W
		B	X		W
		B	X	X	W
		B	X	X	W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Writing Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
19.	Skills (cont'd) 8. Demonstrate increasing control over the use of language, such as using specific vocabulary, making apt comparisons, employing original expression. 9. Write clear and effective exposition such as directions, explanations, letters, reports, autobiographies, biographies, character sketches, charts, announcements, advertisements, reviews, resumés and editorials. 10. Write to support a position, using factual details or other methods of support such as examples, authoritative comments, statistics, analogies.	A B B	X X X	X X X	 W V W S L V W R
20.	Personal enjoyment and satisfaction in writing develop through being involved with meaningful writing experiences. Skills 1. Self-initiate writing from personal experiences for satisfaction and enjoyment and, if desired, share with others. 2. Enjoy and receive personal satisfaction from assigned writing which relates to the context of experiences and extends their intention to write.	A A	X X		 W W
21.	Writing to learn is as important as learning to write. Skills 1. Use writing to discover meaning as the writing progresses. 2. Use writing in all subject areas not only to demonstrate knowledge but also to discover what is known and to extend and clarify knowledge.	A A	X X		 W W
22.	Modern technology influences the writing act. Skills 1. Understand how modern technology such as computers and word processors influences the drafting, revising, proofreading, editing and publishing of written communication. 2. Develop increasing proficiency in the use of computer technology during all stages of the writing process.	A A	X X		 S W W

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
23.	<p><i>Reading is an active process that involves the reader in the construction of meaning.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> Understand that the reader constructs meaning, drawing on prior knowledge (personal background knowledge and experience, knowledge of language, rhetorical structures, or literary patterns) while interacting with the text. Relate personal experiences and knowledge of language and literature to each reading selection and be increasingly aware that what they already know and their attitudes affect what they will understand. Clarify, organize, and consolidate meaning and, where appropriate, share with others. Extend their experiences with ideas in the selection and with language experiences beyond the selection. 	A	X		S L V W R
		A	X		S L V W R
		A	X	X	S L W R
		A			S L V W R
24.	<p><i>Appropriate prereading strategies can assist readers to understand what they are reading.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> Understand that the knowledge and attitudes readers bring to the text help determine the meaning that each derives from the text. Recognize that participation in a wide variety of prereading activities such as reflection, discussion, viewing, listening, drawing, or dramatizing related to a reading selection can aid comprehension of the selection. Demonstrate increasing ability to decide upon a purpose for reading a particular selection. Demonstrate increasing ability in choosing an appropriate stance toward the text depending on whether the focus is on getting information from the text or reading for pleasure. 	A	X		S L W R
		A	X		S L V W R
		A	X		S W R
		A			W R

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Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills			
24.	<u>Skills</u> (cont'd) <p>5. Anticipate meaning through prediction of the intention, content, and structure of a selection, based on previous experiences, knowledge of language and literature, and format cues such as title, pictures, charts, and forms of various written materials.</p> <p>6. Generate questions which might be answered by reading a particular selection and read for the purpose of having their questions answered.</p>	A	X		S	V	W	R
		A	X		S		W	R
25.	<i>Selection of appropriate strategies during reading can assist readers to understand what they are reading.</i> <u>Skills</u> <p>1. Practise using graphic, syntactic, and semantic cues provided by the author, the teacher and personal prior knowledge to infer the author's intended meaning and to construct personal meaning.</p> <p>2. Make connections between the text and personal experience through recollection, mental imagery and comparison.</p> <p>3. Formulate questions or make predictions about what to expect when reading the selection, and confirm or revise questions or predictions as reading continues.</p> <p>4. Monitor progress toward understanding the text, detect lapses in comprehension, and initiate strategies to rectify difficulties.</p> <p>5. Demonstrate an increasing ability to reflect consciously on thinking processes.</p> <p>6. Ask appropriate questions about different kinds of texts such as poems, newspapers, recipes, graphs, technical manuals, stories and novels, and read to find relevant answers.</p> <p>7. Use understanding of a text and background information to help identify words and expand reading vocabulary.</p> <p>8. Construct relationships among the parts of the text by using cues to meanings, such as headings, main ideas, and summaries or knowledge of story structures or poetic forms.</p>							
		A	X	X	S		W	R
		A	X		S		W	R
		A	X		S		W	R
		A	X		S	V	W	R
		A	X		S	V	W	R
		A	X		S		W	R
		A	X	X	S		W	R
		A	X	X	S		W	R

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Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
25.	<u>Skills (cont'd)</u> 9. Apply study strategies such as outlining and preparing structured overviews when reading complex material. 10. Recognize and use with increasing proficiency different organizational patterns in fiction and non-fiction, such as chronological order, cause and effect, foreshadowing, flashback and comparison and contrast. 11. Demonstrate increasing independence in selection of appropriate strategies to comprehend a broader range of material.	A A A	X X	 X	 S S V W R
26.	<i>Appropriate strategies following initial reading can assist students to respond to and reflect on what they have read.</i> <u>Skills</u> 1. Express and share with increasing sensitivity, thoughtfulness, fluency and self-reliance, personal understanding of the text; associations of the text with personal experience; and beliefs, attitudes and feelings related to the text. 2. Develop a better understanding of self and others through an examination of human experiences and values encountered in literature, and relate literary experience to personal experience. 3. Express personal responses to a literary work through a variety of modes such as discussion, writing in various formats, viewing, drawing or painting, dramatizing, and oral interpretation. 4. Examine, revise and reflect on thoughts about and reactions to what has been read and consider deeper or alternate meanings. 5. Establish logical connections among ideas and express ideas in alternate-forms such as developing a character relationship web, creating a plot time line, translating a chart or graph into written form. 6. Revise, reprocess and recreate the structure of prose and poetry by a variety of approaches such as summarizing, retelling, rephrasing, elaborating, scripting, dramatizing, translating from one medium to another.	A A A A A	X X X	X X X	 S S S L V W R S S V W R

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Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
27.	<p><i>Reading comprehension and decisions about the significance of a literary work require an understanding of the author's purpose, an ability to infer and evaluate, and some knowledge of literary tradition and techniques.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Infer a writer's purpose, and have some understanding of the resulting relationship between the writer's purpose and features of the writing style such as diction, syntax, imagery. 2. Make more subtle inferences based upon personal experience and information in the text about the literal meaning of the selection, such as: What will happen next, and why? How will characters behave, and why? 3. Evaluate through personal response, and increasingly through critical response, the effect and significance of a literature selection and compare it to other similar works. 4. Recognize and reflect upon the effect literal and figurative language such as metaphor, simile, personification. 	A	X	X	S W R
		A	X	X	S W R
		A	X	X	S W R
		A	X	X	S W R
28.	<p><i>Appreciation of literature is also enhanced by some understanding of form, structure and literary style.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Recognize and appreciate differences between prose and poetry, fiction and non-fiction and understand the purposes for each. 2. Recognize, with teacher assistance, the more obvious relationships of the form of a work to the author's purpose and theme. 3. Identify and recognize the relationship between setting and character and action. 4. Understand that enjoyment and appreciation of narrative form can be enhanced by an awareness of conflict and the types of conflict used in plot development. 5. Understand the flow of actions and events in narrative forms, and alternate ways in which plot can be developed, such as foreshadowing, flashback, story-within-story, unresolved ending. 	A	X	X	S W R
		B			S W R
		B	X	X	S W R
		B	X	X	S W R
		B	X	X	S W R

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Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills		
28.	<u>Skills (cont'd)</u> 6. Read and discuss a wide variety of poetry and recognize the relationship between form and content in common types of poetry such as ballads, limericks, dramatic monologues and common verse forms. 7. Recognize, with teacher assistance, some differences in style such as rhythm of language, figurative language, point of view among various authors writing on similar subjects in the same form. 8. Enhance appreciation of literature by using selections as sources of models for writing.	B	X	X	S	W	R
		B	X		S	W	R
		B	X			W	R
29.	<i>Human attitudes and values can be explored through a study of the characters encountered in literature.</i> <u>Skills</u> 1. Develop attitudes of increasing tolerance and understanding through vicarious experience. 2. Recognize and discuss a character's actions, motives and changes. 3. Discuss personal responses to a character's actions, motives and values and begin to limit terms of reference to the content of the literary work. 4. Describe the appearance, language, actions, mannerisms and obvious traits of characters met in literature and develop proficiency in inferring more subtle or indirectly stated aspects of character. 5. Demonstrate increasing proficiency in comparing and contrasting character similarities and differences. 6. Identify and discuss values expressed in literature and, where appropriate, evaluate those values.	A	X		S	L	W R
		A	X	X	S	L	W R
		B	X	X	S	L	W R
		A	X	X	S	L	W R
		B	X	X	S	L	W R
		A	X	X	S	L	W R

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Concept	Reading/Literature Concepts	I. F.	T. A.	P. A.	Strands Used to Assess Specific Skills
10.	<p><i>Locating, selecting and evaluating information are important life skills.</i></p> <p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate ability to plan different kinds of inquiry strategies such as brainstorming possible areas of investigation, formulating and classifying questions, identifying potential sources of information. 2. Demonstrate proficiency in scanning to locate information from varied sources such as tables of contents, chapter headings, italics. 3. Demonstrate proficiency in using skimming as a rapid reading technique for locating information quickly. 4. Demonstrate ability to locate books by author or subject. 5. Demonstrate increasing proficiency with gathering, evaluating and organizing information from school learning resource centres and other sources such as public libraries, individuals, data banks. 	A B B B B	X X X X	 X S S S S	W R W R R R S L V W R
11.	<p><i>Lifelong reading for enjoyment, appreciation and information is important to the well-being of the individual.</i></p>	A			

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